

# Lee County Schools ESL Writing Portfolio Based on Common Core Standards

## GRADES 9-10

## GRADES 11-12

Types and Text Purposes	Types and Text Purposes
<p><b>1</b> Write <u>arguments</u> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counter claims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><i>Sample: Grade 9, "The True Meaning of Friendship"</i>  <i>Sample: Grade 10, "_____ School Bond Levy"</i></p> <p><b>2</b> Write <u>informative/explanatory texts</u> to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions, include formatting (e.g., headings) graphics (e.g., figures).</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</li> </ol> <p><i>Sample: Grade 9, "Lives on Mango, Rides the Whale"</i>  <i>Sample: Grade 10, "Animal Farm"</i></p> <p><b>3</b> Write <u>narratives</u> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation or observation, establishing one or more multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, setting, and/or characters.</li> <li>Use a variety of techniques to sequence events to that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p><b>1</b> Write <u>arguments</u> to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provided a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><i>Sample: Grade 12, "Untitled Essay on Dress Codes"</i>  <i>Sample: Grade 12, "Freedom From Structure"</i></p> <p><b>2</b> Write <u>informative/explanatory texts</u> to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and an analysis of content.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</li> </ol> <p><i>Sample: Grade 11, "Marching to His Own Beat"</i>  <i>Sample: Grade 11, "Summary of Key Points"</i>  <i>Sample: Grade 12, "In the Wake of the Spanish Lady: American Economic Resilience in the Aftermath of the Influenza Epidemic of 1918"</i>  <i>Sample: Grade 12, "Fact vs Fiction and all the Grey Space in Between"</i>  <i>Sample: Grade 12, "The Making of a Human Voice and How to Use It"</i>  <i>Sample: Grade 12, "Wood Joints"</i>  <i>Sample: Grade 12, "TIG/GTAW Welding"</i></p> <p><b>3</b> Write <u>narratives</u> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>

## Writing Rubric of the WIDA Consortium Grades 1-12

Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>6 Reaching*</b>	A variety of sentence lengths of varying linguistic complexity in a single tightly organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments
<b>5 Bridging</b>	A variety of sentence lengths or varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility
<b>4 Expanding</b>	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference
<b>3 Developing</b>	Simple and expanded sentences that show emerging complexity used to provide details	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
<b>2 Beginning</b>	Phrases and short sentences; varying amount of text may be copied and adapted; some attempt at organization may be evident	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
<b>1 Entering</b>	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

*\*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.*



# Lee County Schools ESL Writing Portfolio Based on Common Core Standards

## GRADES 9-10

## GRADES 11-12

Production and Distribution of Writing	Production and Distribution of Writing
<p>④ Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade –specific expectations for writing types are defined in standards 1-3 above.)</p> <p>⑤ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on 54.)</p> <p>⑥ Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>④ Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade –specific expectations for writing types are defined in standards 1-3 above.)</p> <p>⑤ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on 54.)</p> <p>⑥ Use technology, including the Internet, to produce, publish, and update individual writing products in response to ongoing feedback, including new arguments or information.</p>
Research to Build and Present Knowledge	Research to Build and Present Knowledge
<p>⑦ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>⑧ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>⑨ Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g. “Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare”).</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g. “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>⑦ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>⑧ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>⑨ Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g. “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g. “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. <i>The Federalist</i>, presidential addresses”).</p>
Range of Writing	Range of Writing
<p>⑩ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>⑩ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>